

# Scholarly Identity Mapping (SIM) – PARTS 1 & 2

*Adapted for I-CELER/CCESTEM – 2018*

**About:** This document presents an professional development activity administered as part of curriculum for a multi-year faculty learning community as part of a five year NSF institutional transformation grant ([Grant # 1737157](#)) to improve STEM ethics education through community-engaged learning and ethical reflection.

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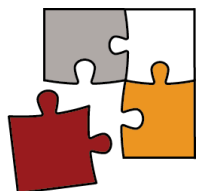
## Learn More:

**To learn more about Scholarly Identity Mapping S(IM)** and its use in professional identity development among civic-minded professionals and publicly engaged scholars as well as its use in supporting faculty success in promotion and tenure, please contact:

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# Scholarly Identity Mapping (SIM) – PART 1

*Adapted for I-CELER/CCESTEM - 2018*

**“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.”**

*Parker Palmer “The Courage to Teach (2007)”*

## What is it?

Scholarly Identity Mapping [SIM] is a sense making activity and process that invites academic professionals to describe, examine and graphically represent who they are, what they value and the public purposes of their work. The specific social identity under examination through this activity are facets of one's professional/academic identity(ies). SIM consists of two parts and includes directed readings, guided writing and instructions that lead to the production of two kinds of “identity” maps: one dedicated to values and a second that integrates values with one's perceptions of the means and ultimate ends of their academic work across teaching, research & creative activity and service.

## SIM and I-CELER

For the purposes of the I-CELER Faculty Learning Community, we will use SIM as an entry point to examine our academic identities paying particular attention to how our understandings of ourselves, our roles, values and purposes express an ethos that we carry into the classroom, lab, field and community – giving particular attention to our roles as educators. The version of SIM presented here has been adapted from a prior version (Price & Hatcher, 2013; Price, 2016 a,b; 2018) developed to support the development and advancement of community engaged faculty and academic staff. The current version has been adjusted to support STEM colleagues in enhancing their agency and self-efficacy leading to shifts in instructional and reflective practice. It is asserted that a focus on identity and ethos among STEM faculty will yield improvement in the quality of ethics education in participating STEM departments.

There are five steps to Part 1, described in detail below.

### For best results:

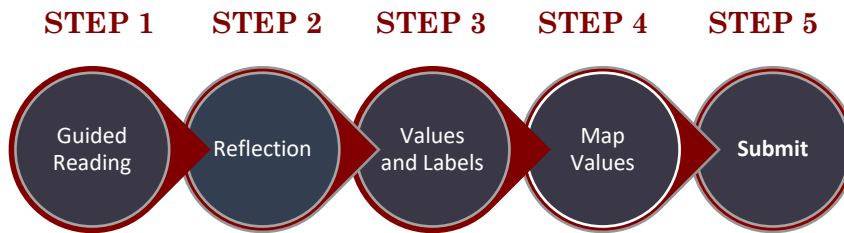
**Make reflective work a priority.** Invest in yourself!

**Reclaim time!** Set aside regular blocks of time to work on this assignment.

**Don't rush this process!** Break up the work to allow yourself adequate time to mull over and process your ideas.

**Don't feel guilty about it.** Treat this time just like you would time spent to work on an article, prep for a class or meet with students.

**Remember, teaching is more than technique!**



## Steps 1 and 2: Guided Reading/Reflection [total time needed: 1-1/2 hours]

During our first community meeting, you read “The Heart of Teacher: Identity and Integrity in Teaching” by Parker Palmer (2007). Take a few minutes to review your response to the article posted in our Canvas site. In particular, consider how you wrestled with the relationship between identity, integrity and teaching as evidenced in the following quote:

***“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.”***

After reviewing your response to Parker Palmer, take some time to read “Socially Responsible Science is more than ‘Good Science’” by Stephanie Bird (2014). Then, jot down your thoughts to the following questions:

1. *In your field/discipline, what is “good science” [good engineering, good social science, etc.]?*
2. *What values guide the practice of “good science” in your field/discipline?*
3. *To what degree does the meaning of “good science” in your field/discipline fall into the patterns that the Bird article identifies? Where do you observe convergence/divergence from her argument?*
4. *If asked, what values, as framed by your discipline, do you think your students would say they learned as a result of graduating from your program?*

Please post your responses in Canvas.

Jot down your thoughts and reactions so you can draw from them later in the activity and for use over the next few learning community sessions.

## Step 3: Pre-Mapping Work [estimated time: 20 - 30 minutes]

**Instructions:** Complete items A and B. Record your responses on scratch paper.

- A. **Values are central to the work we conduct as faculty. What are your values as an academic professional? These are the values that inform all of your work across teaching, research and service. Drawing on the list below, identify 3-4 essential values you hold as a faculty member.**

**Note:** The list is intended as a guide to spur thinking. If a value you want to list is not included in the printed list, please feel free to add it.

- Accuracy
- Competition
- Community
- Independence
- Collaboration
- Rigor
- Trustworthiness
- Humility
- Expertise
- Discipline
- Dialogue
- Justice
- Inclusiveness
- Equity
- Reciprocity
- Generativity
- Entrepreneurialism
- Innovation
- Democracy
- Objectivity
- Participation
- Fairness
- Safety
- Practicability

**B. Which descriptors best encapsulate your work and values as a faculty member? Using the list below to spur your thinking, select 2-3 that best describe who you are professionally. If none of the labels below adequately capture who you are, add your own.**

- Entrepreneur
- Researcher
- Scholar
- Intellectual
- Public
- Educator
- Organizer
- Community-based
- Community-engaged
- Servant
- Translational
- Practitioner
- Activist
- Administrator
- Leader
- Justice
- Equity
- Scientist

#### **Step 4: Draft your scholarly values map** [estimated time: 20 minutes – 1 hour].

Using your responses to questions A & B, draft a map that encapsulates who you are as a scholar in terms of your values and the descriptors you would use to describe yourself. Your maps should include and establish relationships between the following:

- Your preferred descriptors for yourself as an academic professional [practitioner-scholar, translational researcher, etc.]
- How you prioritize and view the connections among your work in research, teaching and service [i.e. the degree to which you identify with your roles as a researcher versus that of teacher and/or university/public servant]. These relationships should reflect your authentic sense of self.
- Your scholarly values. In addition to listing all of your scholarly values, your map should also highlight which core values you view as central to who you as a teacher.

##### **MAP CONVENTIONS:**

- Use circles to represent the domains of Teaching, Research and Service
- Adjust sizes of the circles to indicate relative importance of Teaching, Research and Service in your work.
- Use degree of overlap of the circles to indicate how strongly you perceive the degree of overlap in your work in Teaching, Research and Service [ex. Venn Diagram, Concentric Circles, etc.]
- List your scholarly identity [i.e. your descriptors] at the center for your map.
- Include your values on your map. One strategy is to draw a diamond around your interlocking circles and locate the values there.
- Place circles around each of the values that you view as essential to who are you as a teacher.
- Make sure to include your name on your map.

To draft the map, you can use the map template provided or draft a layout of your own design:

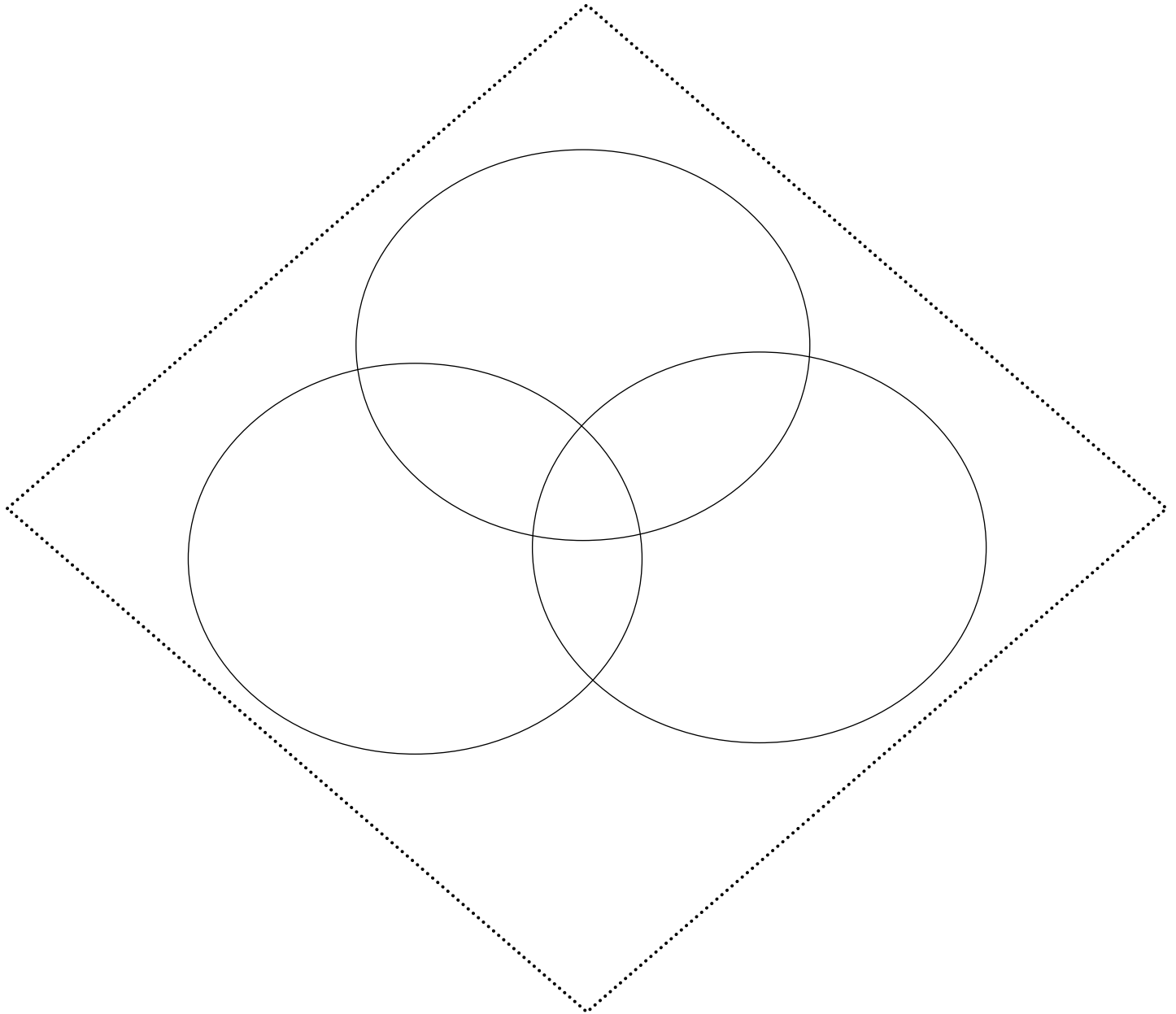
- **Option 1:** Print the pdf version of the worksheet and mark it up in in pen; scan it and send it back to me, or
- **Option 2:** Use the PPT version of the template and edit it yourself directly and send me an electronic copy.
- **Option 3:** Draft your own unique layout, either on paper or in PPT, and send to me.

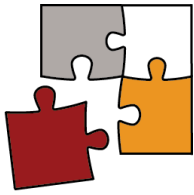
Sample maps are available in Canvas, if you'd like to see what others have produced.

### **Step 5: Upload your values map to Canvas. Bring a copy with you to Session 2.**

Discussion of the maps and your response to the Bird reading will be the focus of Session 2.

## **SIM Part 1 - Values Map Template**





## Scholarly Identity Mapping (SIM) – PART 2

By M. F. Price, PhD.

*Adapted for I-CELEER/CCESTEM - 2018*

### What is the focus of Part 2?

In Part 1 of Scholarly Identity Mapping [SIM], you had the opportunity to describe your values as an academic professional, to examine the intersection of your varying roles and to name your professional identity through the creation of your Scholarly Values Map. In addition, you also spent time considering your scholarly values in relationship to your teaching, particularly, the importance of being your authentic self as a teacher. In Part 2, you will revisit your Values Map to examine how your scholarly values intersect with the public purposes of your academic work, and specifically, how you situate social responsibility as a dimension of who you are, how you work and the ends you seek. As a result of Part 2 of SIM, you will transform your *Scholarly Values Map* into a completed *Scholarly Identity Map*.

There are **five steps** to Part 2.

#### For best results:

**Make reflective work a priority.** Invest in yourself!

**Reclaim time!** Set aside regular blocks of time to work on this assignment.

**Don't rush this process!** Break up the work to allow yourself adequate time to mull over and process your ideas.

**Don't feel guilty about it.** Treat this time just like you would time spent to work on an article, prep for a class or meet with students.

**Remember, teaching is more than technique!**

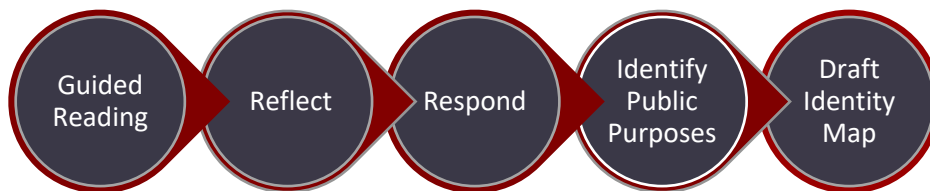
STEP 1

STEP 2

STEP 3

STEP 4

STEP 5



### Step 1: Guided Reading [approx. total time needed: 45 min-1 hour]

When you received these instructions, you should have also received a scanned copy of Chapter 2 from *Democracy in Higher Education* [Peters et al. 2010]. Find a quiet spot and take some time to read the chapter. The chapter discusses four normative traditions that reflect faculty responses to the following questions

- *If and when, should we as academic professionals engage in society?*
- *To what public ends should our work as academic professionals attend to?*
- *How should we carry out our work in a democracy?*

This chapter introduces four distinct way academic professionals can connect their work to the work of democracy. It outlines a landscape in which all faculty can locate their public calling(s) and articulate their relationship to various publics, a relationship that is not inherently limited solely to the realm of service. In some ways, Peter's et al. on some of the ideas raised in the Bird (2014) article we read for Session 2. Bird invites scientists and engineers to adopt of more expansive understanding of and commitment to social responsibility, particularly as it relates to the roles that science plays in a healthy democracy [see for example pg. 171]. Peters and colleagues explore this terrain in greater detail.

As you read, consider how you would respond to the three questions highlighted in red above, particularly in relation to calls to the STEM community as stated in the Bird article.

## **Steps 2 and 3: Reflect and Respond** [approx. total time needed: 30 – 45 minutes]

After reading the chapter, jot down your responses to the following questions and post responses in Canvas. **Keep your comments accessible so you can draw from them later in the activity as well as for use during upcoming learning community meetings.**

1. *The Peters' et al. reading describes four traditions or orientations that reflect common faculty responses to how we conceive our roles in democratic societies. These are:*

- *The Service Intellectual Tradition*
- *The Public Intellectual Tradition*
- *The Action Researcher/Public Scholar/Educational Organizer Tradition*
- *The Anti-Tradition [aka. Cloistered Intellectual Tradition]*

*Which tradition(s), if any, do you resonate with in your own academic work in and across teaching, research and service?*

2. *In what ways do your scholarly values converge/diverge with the tradition(s) you selected?*
3. *When you think about how your field or discipline thinks about the intersection between ethics, social responsibility and democracy, which of the traditions or which combination of them, best represents how your field or discipline conceptualizes the ways faculty contribute to democratic societies?*
4. *What do you think your students need to understand about the relationship between democracy and science and what values and skills do they need in order to bring this understanding to life once they graduate?*

## **Step 4: Pre-Mapping Questions** [approx. total time needed: 15-20 minutes]

Review the *Scholarly Values Map* you completed in Part 1 of SIM, then respond to the following prompts.

1. *List what you view to be the essential “public purposes” of your work.*



**NOTE:** In answering question 4.1, consider the following: As professionals, some of the reasons we do our work may be viewed as private and personal. Here are some examples faculty work couched as “**private or individual purposes:**”

- *Get paid to do the work I love*
- *Share my love of learning with others*
- *Make new discoveries*
- *Live out a “life of the mind”*

By contrast, other ends that guide our work as academic professionals may be better construed as “**public purposes**” in that they serve the work of sustaining and enriching a democratic society [i.e. in STEM – social responsibility of science and technology]. Some illustrative examples include:

- *Ensure the safety of the water supply*
- *Reduce discord and increase community cohesion*
- *Find a cure for Type 2 Diabetes*
- *Find an answer to the question “are we alone the universe”?*
- *Reduce the influence of powerful interests in the funding of science, engineering and technology*
- *Mitigate the impact of human activity on biodiversity and the environment*
- *Remove barriers to full participation in STEM*
- *Ensure that all members of society have equitable access to high quality healthcare.*
- *Remove barriers to participation in society for the disabled.*

The list above is not exhaustive nor fully representative. Elaborate as needed to articulate what you see as your “public purposes.”

**2. Considering the work you do across Teaching, Research and Service, cite 2-3 examples that illustrate:**

- how your work nudges the world closer to achieving the public purposes you cite.*
- how you engage your scholarly values in support of the public purposes of your work. Make sure to identify relevant values. [NOTE: You may end up revising the values on your map].*
- Place an (\*) next to any cited items related to your teaching.*

Here are some **illustrative examples** to stimulate your thinking.

- **Co-develop a program to crowd source data collection and interpretation of**
  - **Values:** Accuracy, Transparency, Rigor, Trustworthiness, Participatory, Humility, Inclusiveness
- **Implement a community review board in addition to IRB to vet population health research proposals**
  - **Values:** Rigor, Trustworthiness, Reciprocity, Transparency, Collaboration, Dialogue
- **Conduct an Environmental Impact Assessment for a public entity or community group**
  - **Values:** Independence, Rigor, Trustworthiness, Objectivity, Collaboration
- **Serve on panel that make recommendations to the FDA re: efficacy and safety of a magnetic wire as early cancer screening device**
  - **Values:** Independence, Expertise, Safety, Rigor, Trustworthiness
- **Conduct research with a team of graduate and undergraduate students to develop a scalable and cost effective application of Carbon Nano Tube [CNT] films to purify water for communities experiencing water stress**
  - **Values:** Innovation, Entrepreneurship, Safety, Practicability, Generalizability

3. **Select one example from your list.** If you have one related to teaching, please use that example. Briefly describe **how** this particular example engages your scholarly values and serves the public purposes of science/higher education as you understand them.

### **Step 5: Draft your Scholarly Identity Map.** [approx. total time needed: 30 minutes]

Revisit your Scholarly Values Map. Make note of any features that you wish to change or omit. You will make these adjustment as your draft your Scholarly Identity Map.

Use your Values Map, your reflection on the readings and your responses to the questions in STEP 4 as the basis for to **create a map/revise a map that includes and establish relationships among the following:**

- **Carry over/revisions based on Scholarly Identity Mapping- Pt. 1:**
  - Your preferred labels for yourself as an academic professional [practitioner-scholar, translational researcher, etc.]
  - The relationship between your connection to your work in research, teaching and service [i.e. the degree to which you identify with your roles as a researcher versus that of teacher or university/public servant]
  - Your scholarly values. In addition to listing all of your values, your map should **also highlight which of your core values you view as central to you as a teacher.**
- **New additions:**
  - What you identify as the **public purposes** of your work [*i.e. Response to STEP 4, Question 1*]
  - One example that illustrates how you engage your scholarly values to advance one of the public purposes you cite. [*i.e. Response to STEP 4, Questions 2/3*]
  - **If the example relates to your teaching, mark it with (\*).**

**To draft your Scholarly Identity Map, you have three options:**

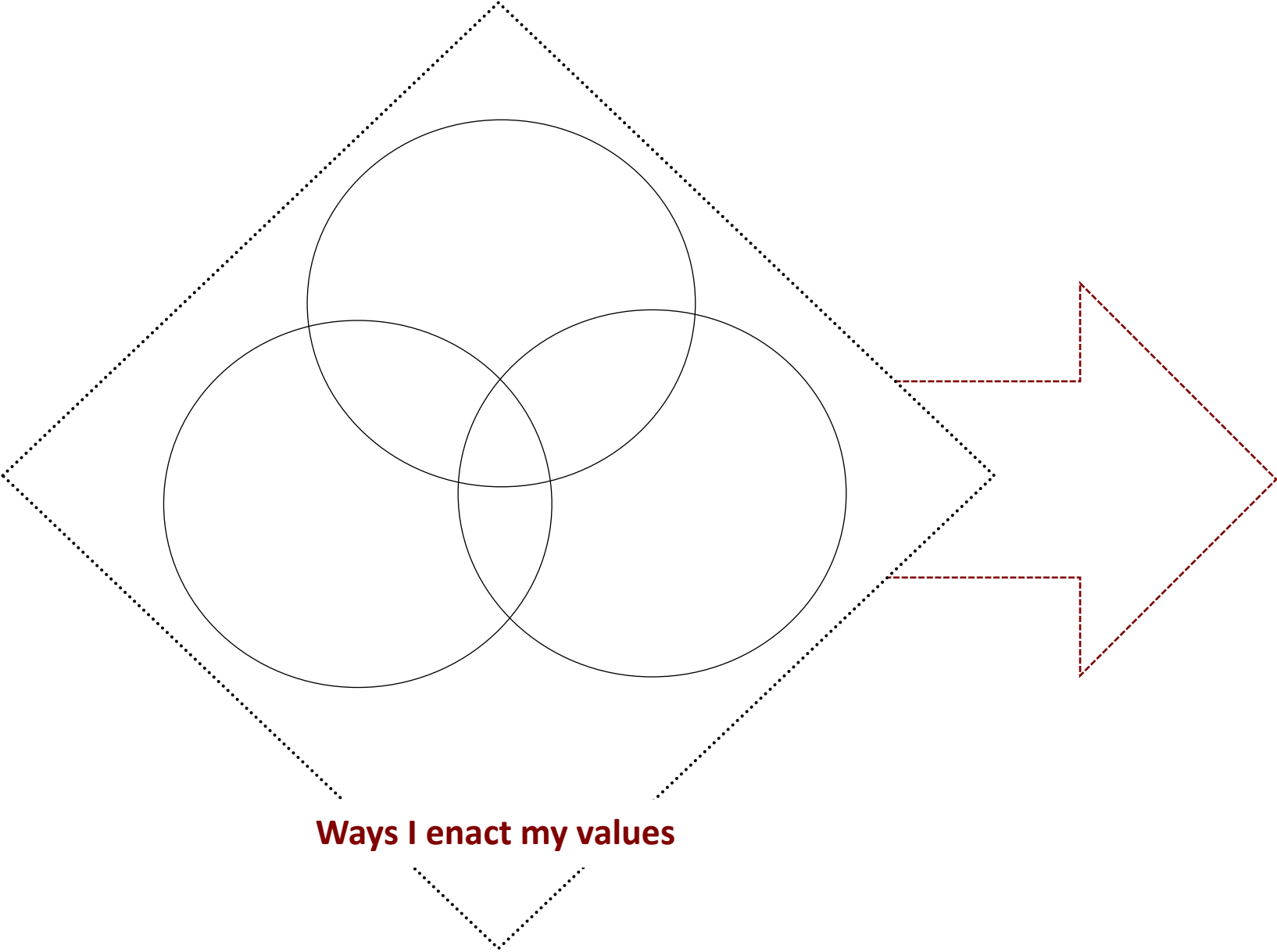
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- Sample maps are available in our Canvas site, if you'd like to see what others have produced.

**Map Conventions:** Please use these conventions as your draft your map.

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- List your scholarly identity [i.e. your descriptors] at the center for your map.
- Include your values on your map. One strategy is to draw a diamond around your interlocking circles and locate the values there. Place circles around each of the values that you view as essential to who are you as a teacher.
- Use bullets or other features to concisely list your public purposes and your illustrative *example* [*refer map template*]

**Bring copies of your Scholarly Identity Map to Session 3 for presentation and discussion.**

**SIM Part 2: Scholarly Identity Map Template**



**My Public Purposes**

**Ways I enact my values**

**Works Cited:**

- Bird, S.J. (2014). Socially responsible science is more than “good science.” *Journal of Microbiology & Biology Education*, p. 169-172. DOI: <http://dx.doi.org/10.1128/jmbe.v15i2.870>
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- Price, M.F. (2016a). *Mapping your identity as a community-engaged practitioner-scholar: a reflective tool for engaged academic professionals*, Scholarly Identity Mapping (SIM), Version 3 (Learning Resource). Used in Price, M.F., Silverman, R., Stanton-Nichols, K., Hong, Y. Situating your scholarly work across the spectrum of community-engaged scholarship, Pathways to excellence in public scholarship, October 13<sup>th</sup>, 2016. IUPUI, Indianapolis, IN.
- Price, M.F. (2016b). Scholarly Identity Mapping (SIM), Version 6: *a learning and reflection tool to support faculty to clarify their values and claim academic identities as civic professionals* (Learning Resource).
- Price, M.F. *Scholarly Identity Mapping, Version 7* (2018, March 27<sup>th</sup>)(Learning Resource). Distributed as part of presentation Price, M.F., Napier, P., Holzman, L. & Poore, J. Integrated work lives and identities: Coaching in support of “complete and connected scholars.” Campus Compact National Conference, Indianapolis, IN.